

Utilizing Social Web Tools for Continuous School Improvement

- *Leading Schools with Dynamic Collaboration*

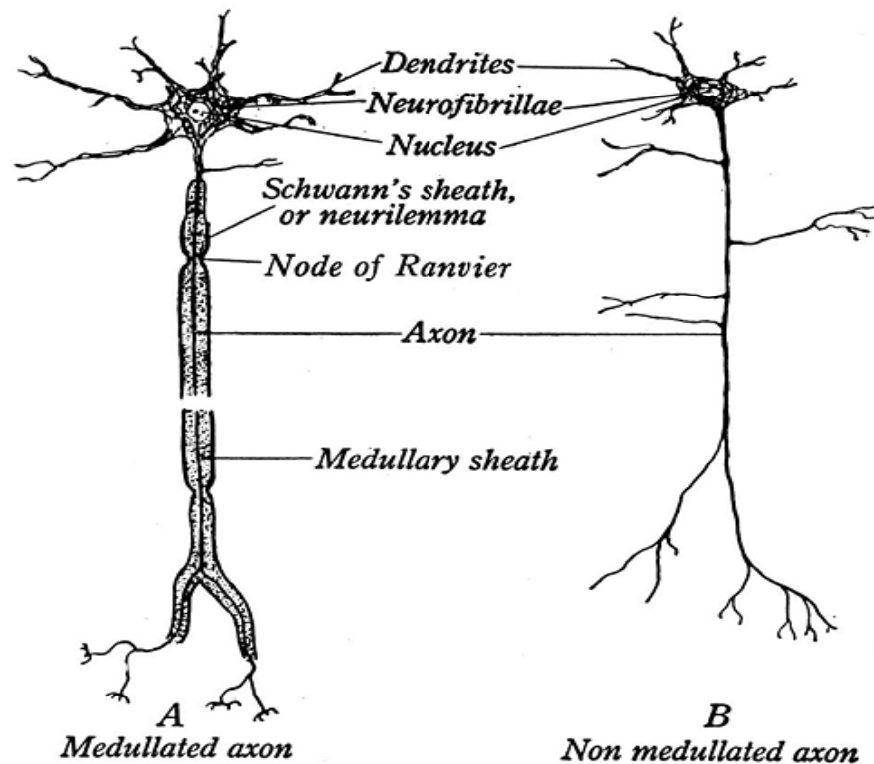


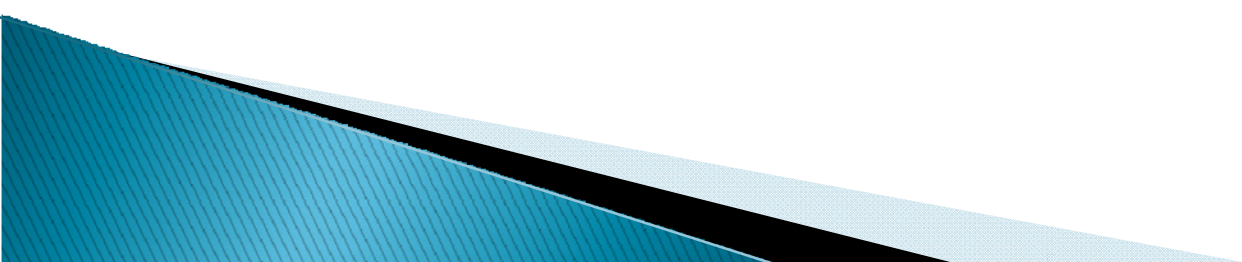
FIG. 448. *Neurons and Their Processes*

A, with medullated axon; B, with nonmedullated axon

Erik Hanson
Ben Vogel
Kris Keckler

Today's Agenda:

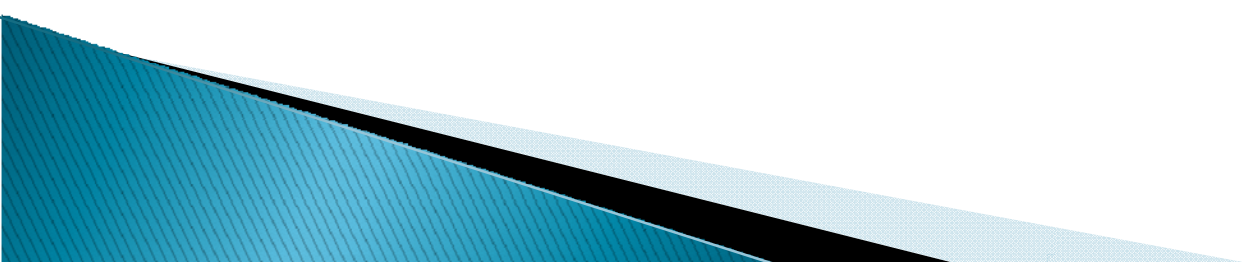
- Setting the Stage
- History of Framework
- Utilizing the Social Web
- Transition to Social Web Tool
- Demonstration
- Feedback and Questions



Words...

Poll the audience...what words come to your mind when you think of:

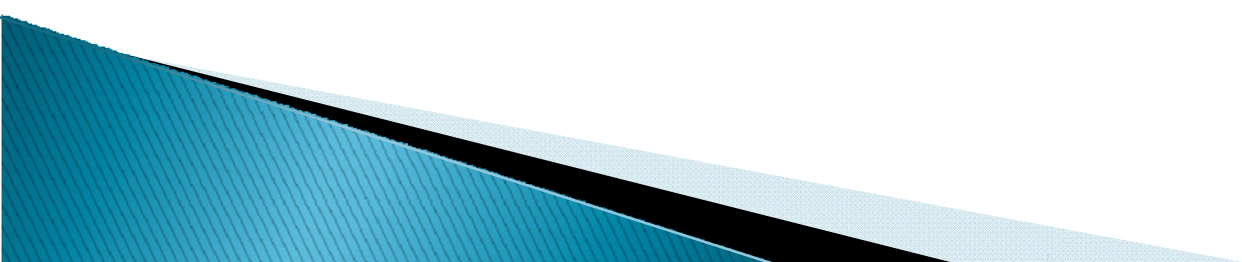
- School Improvement
- School Growth
- Continuous Improvement
- 5 year plans
- Filing cabinet
- Evaluations
- Education Collaboration
- Others?



School leadership and your "new information landscape?"

What exactly does this statement represent?

What implications does it have for school leadership?



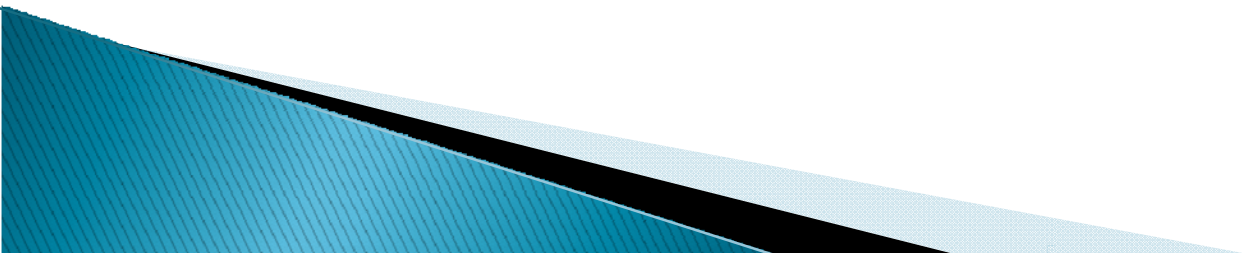
New Information Landscape?

The **mobile device** will be the world's primary connection tool to the Internet in 2020.



Which words and images resonate in your mind when considering the documentation and sharing of school growth and improvement?

Let's take a look at some images...



Dynamic



Static



Collaborative



Isolated

Reflective



Status Quo



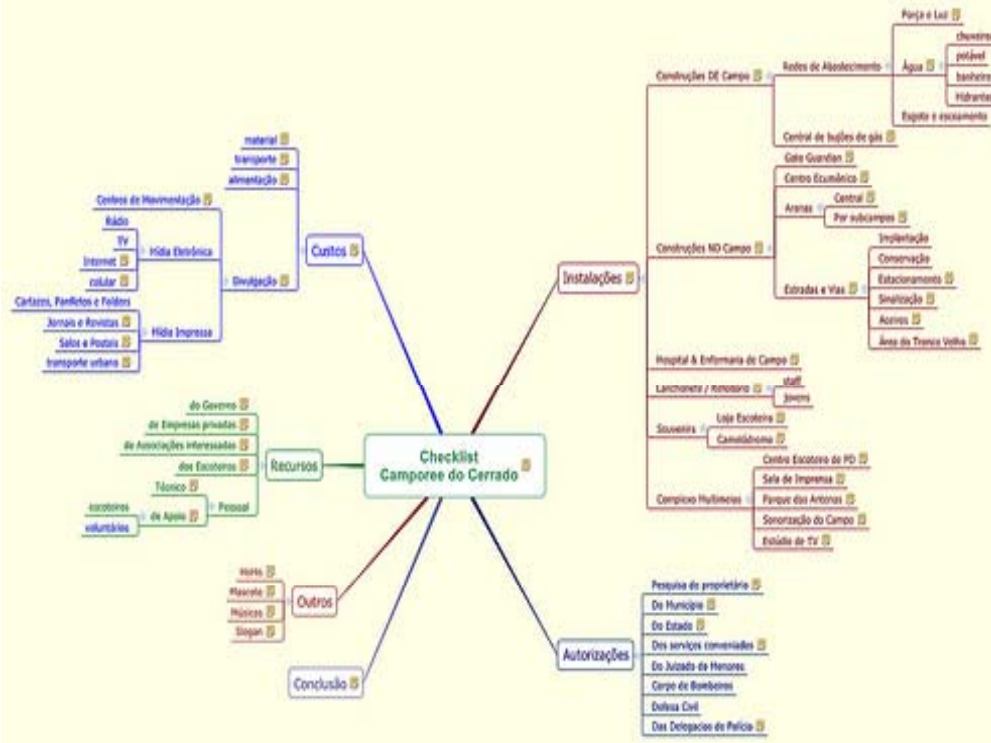
Secretive/Protective



Transparent



Systemic

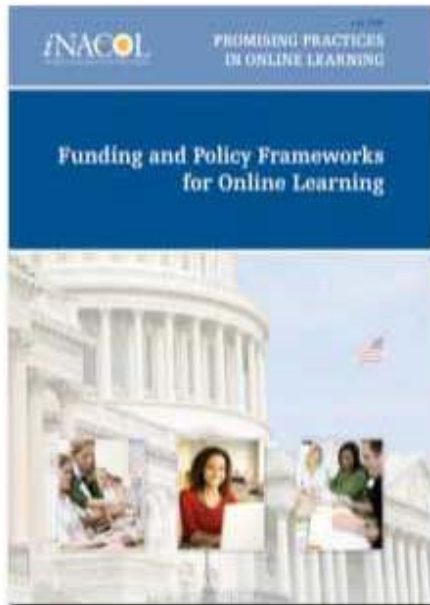


Chaotic/Random/Unstructured

Next & Promising Practices

Trends: iNACOL Promising Practices in Online Learning

In Trends on December 2, 2009 at 5:29 am



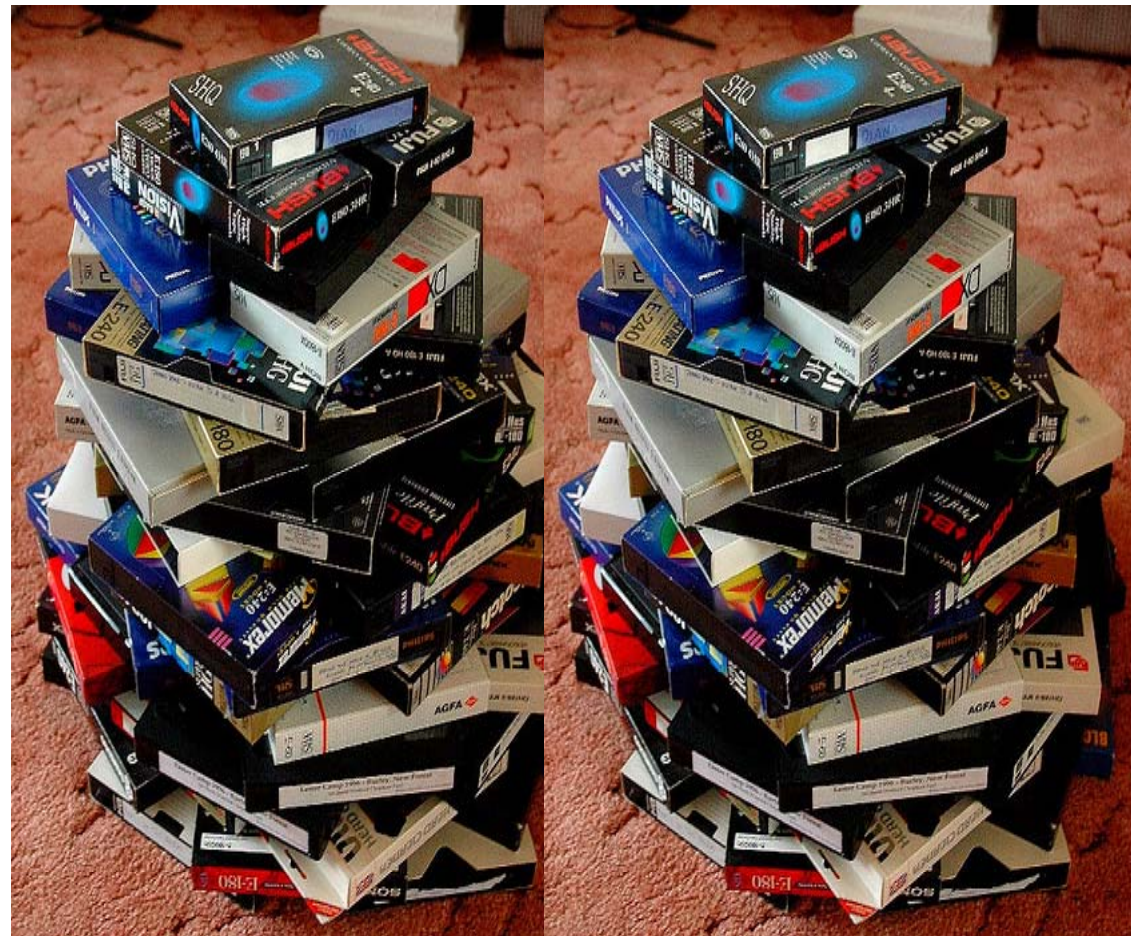
Gut Feelings



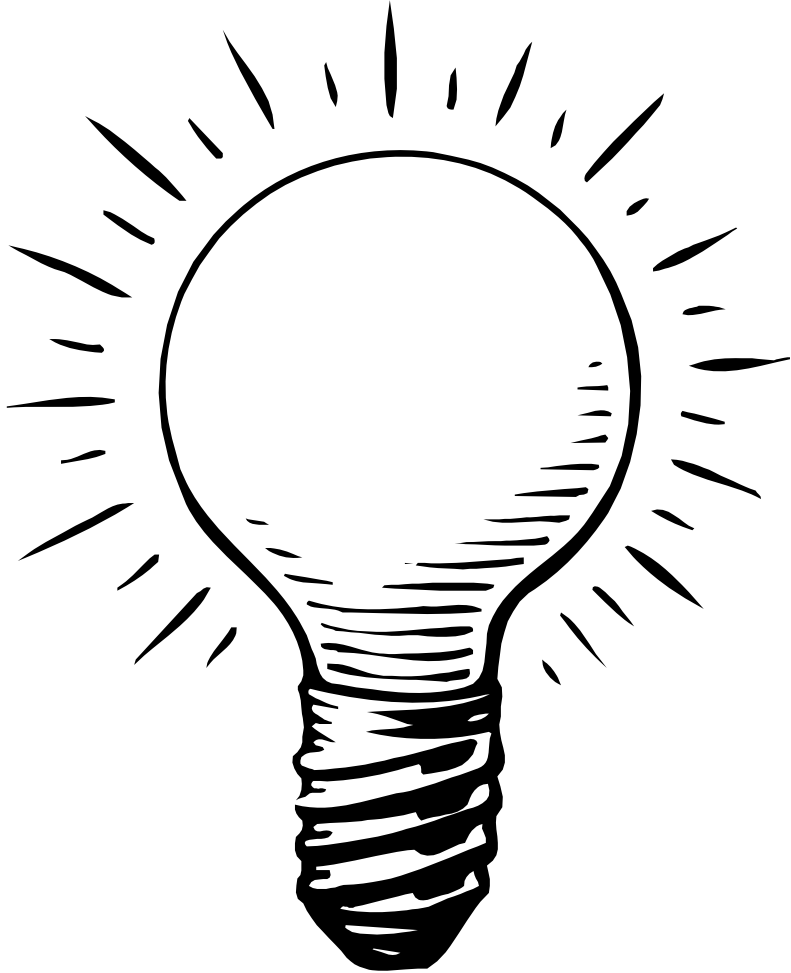
Irretrievable Information?



Strategic Repository

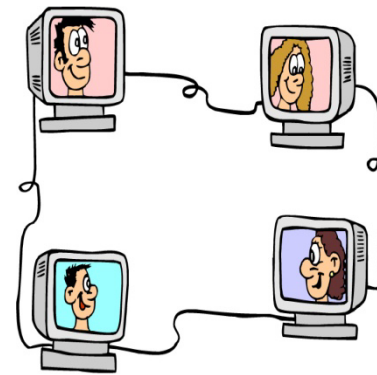


Entrepreneurial



Confined/Restricted

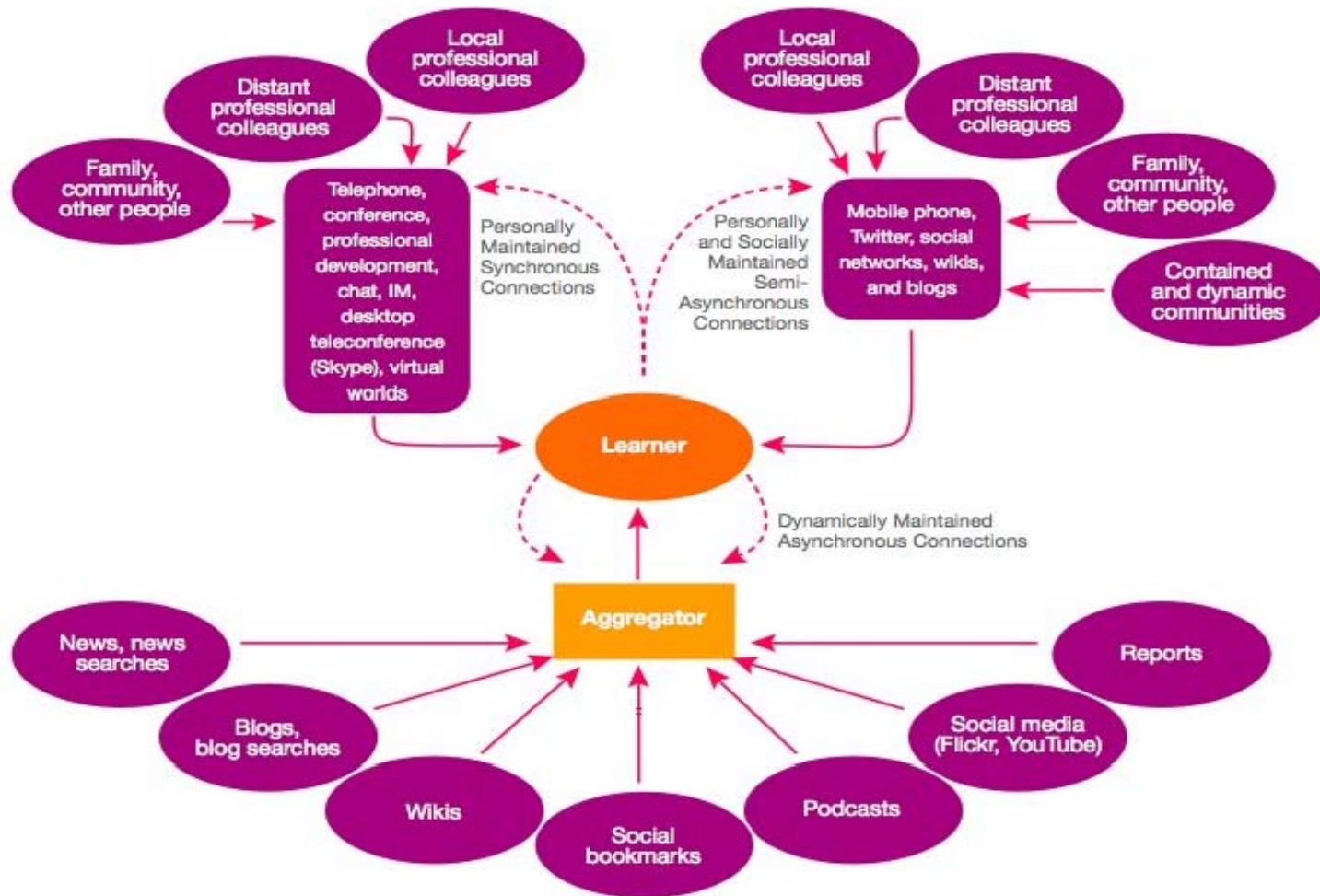
Local & Global



Only Local

Set a new information landscape...

MANY PLN PATHS



The networked learner receives information from various sources and in turn becomes a source for others' PLNs.

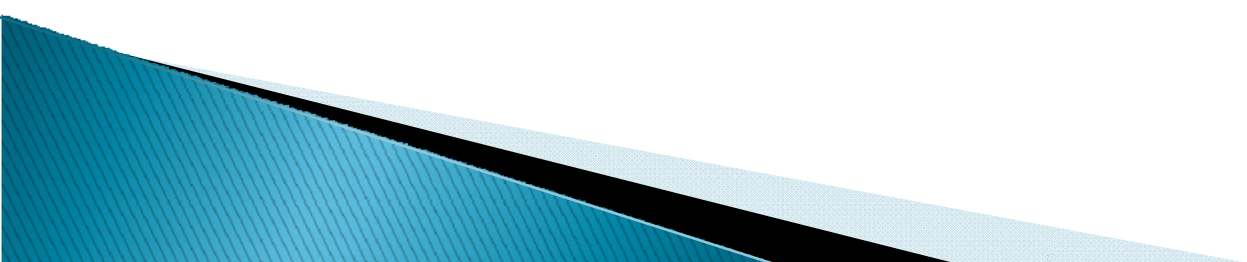
Source: <http://davidwarlick.com/wiki/pmwiki.php/Main/TheArtAndTechniqueOfCultivatingYourPersonalLearningNetwork>

How can school leaders leverage the new information landscape?

The new information landscape shift leads to the creation of information that others can see. Therefore:

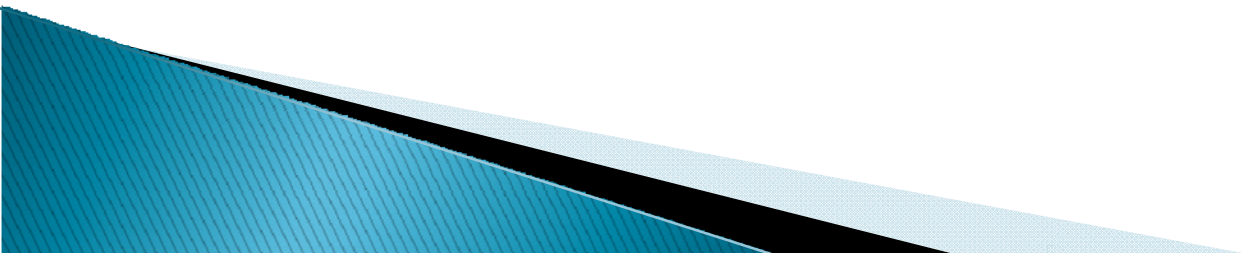
- Anybody can be a content creator.
- Everyone can have a voice.
- We can discover and learn information about each other and filter down to what exactly is interesting to us.

Many argue this level of dramatic change hasn't occurred since the printing press...



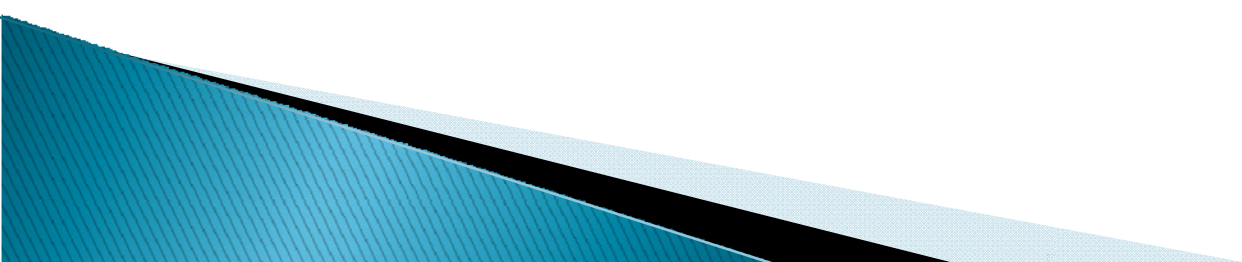
What is happening in many of our schools?

- Our schools were invented when $\sim 3/4$ of the jobs were manufacturing and agriculture
- Schools put boxes around learning
- Many school assessments focus on factual recall; therefore, more time is spent on factual information than on problem solving.



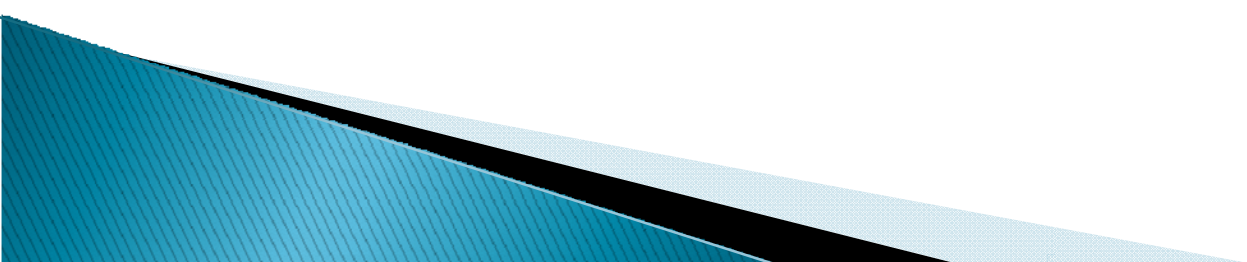
Where do we focus our energies and how do we begin?

- Scott Mcleod, Professor at Iowa State University, argues that **School Leaders are the primary focus** to lead this change; however, we need to make note:
 - "Many of the individuals with the formal authority are often the least knowledgeable people about the new world."



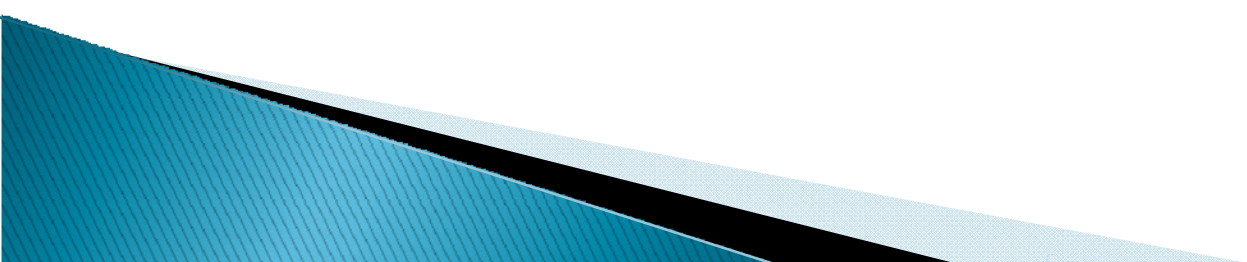
What can the new information landscape look like for school leaders around the country and world?

- Web-based
- Dynamic
- Collaborative
- Sharing
- Reflective
- Self Assessment
- Peer Evaluation
- Connected
- Social Repository
- Aggregated
- Collaboratively
- Filtered
- Systemic
- Transparent



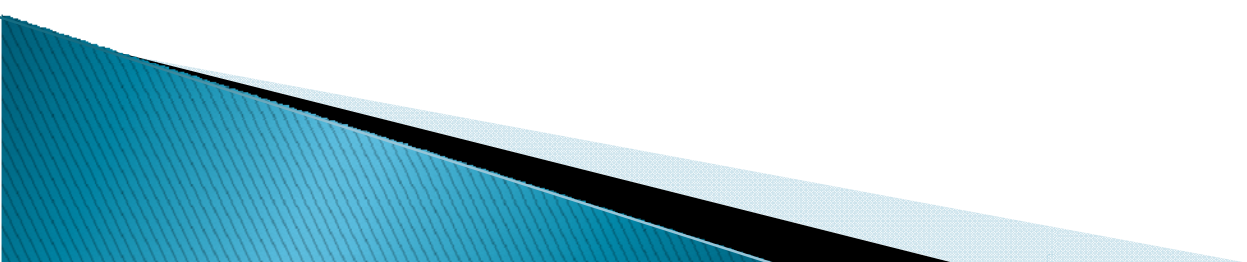
Vast...

- ▶ The “New Information Landscape” is large and growing towards difficult to imagine amounts of information.
- ▶ Within this “new information landscape”, how do you lead, manage, and organize your school’s information landscape?



The importance of history. How did this all come about?

- ▶ The story...





FRAMEWORK

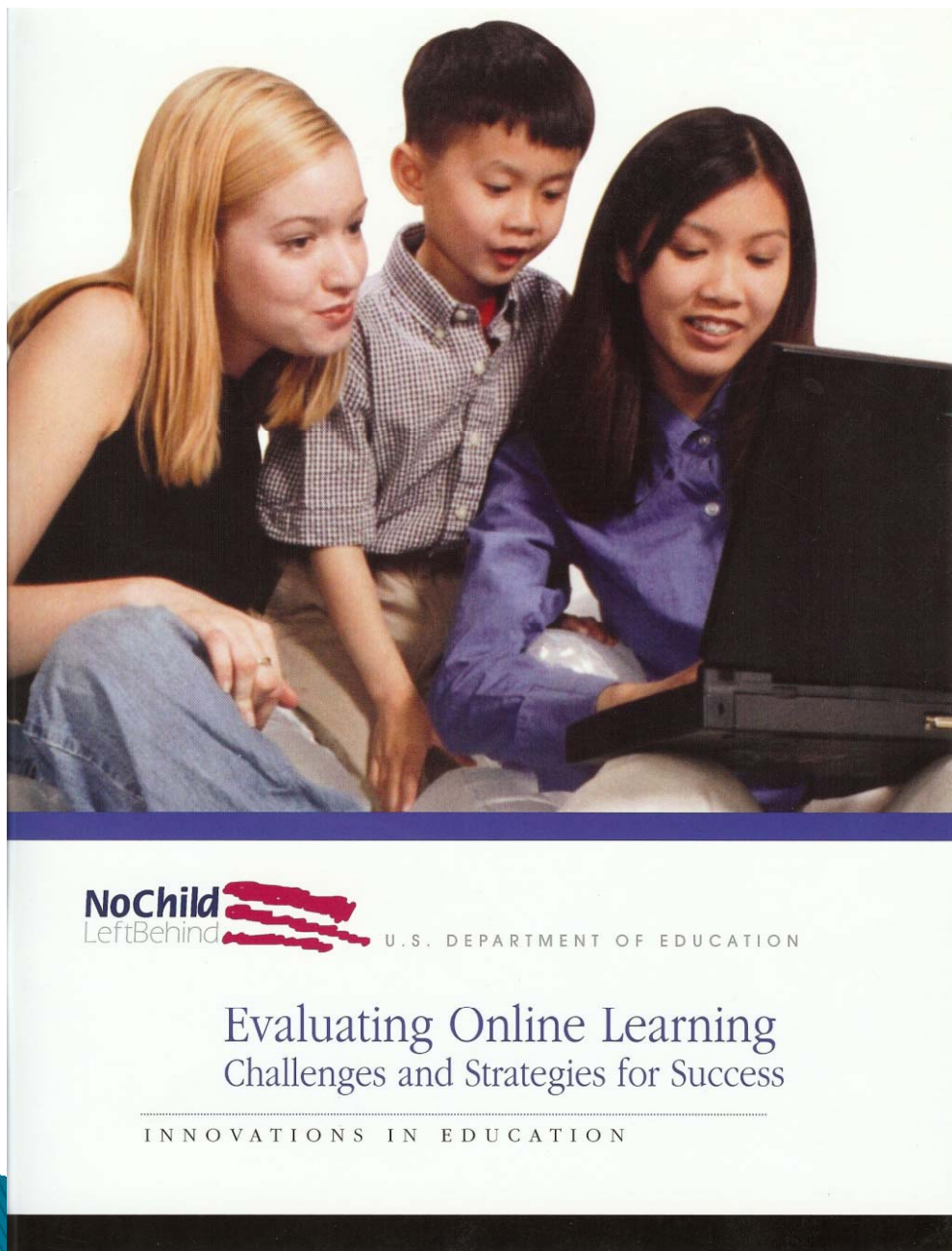
Online Program Perceiver Instrument (OPPI)

The framework supporting the Online Program Perceiver Instrument (OPPI) is simple in concept: It follows the online program users (students, mentors/coaches, and teachers) from inception to conclusion of the users' online experience with a given online course. The users' online experience is wrapped around eight different components, or building blocks, that are essential to supporting student success in an online environment. This online experience begins with the program information component that first informs the online users about the online program, and concludes with the program data collection component that is used to inform and improve the online experience for future online users. There are six other components that are central to supporting all students, mentor/coaches and teachers that are users of the online program.

A rubric has been developed to measure the level of program performance for the key elements that support each of the eight components. This self-evaluation instrument allows program providers (administrators and other internal personnel) the opportunity to rate the level of program performance. This rating is based upon the strengths and weaknesses of the system in place that supports each key element. The rubric defines four levels of program performance based upon how well the system is functioning in support of a given key element:

- **Deficient Level.** No system in place or system does not work or works very sporadically.
- **Developing Level.** There is a system in place, however the system is in a state of development and may not function consistently. The system is not yet proven.
- **Proficient Level.** There is a system in place that is proven and works well most of the time. Need for changes are minimal.
- **Exemplary Level.** There is a system in place that has been proven to work extremely well over time and is a model for other programs to replicate.

This self-evaluation instrument was developed to allow program providers a process to consider the strengths and weaknesses of the systems in place to support each of the key elements. In collaboration with the three user surveys (student, mentor/coach, and teacher) that measure the perceptions of how well the program users believe the key components are being delivered, the results begin to form a picture of what systems are working well, and what systems need to be developed further.



Appleton eSchool and the Online Program Perceiver Instrument

One of seven
programs featured
in this 2008
publication

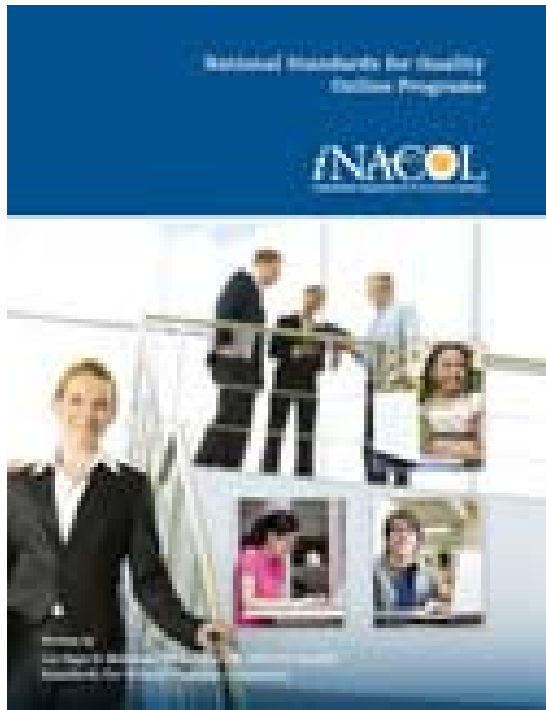
National Standards for Quality Online Programs

Online Program Perceiver Instrument

was one of the
resources used and
referenced in the
report.

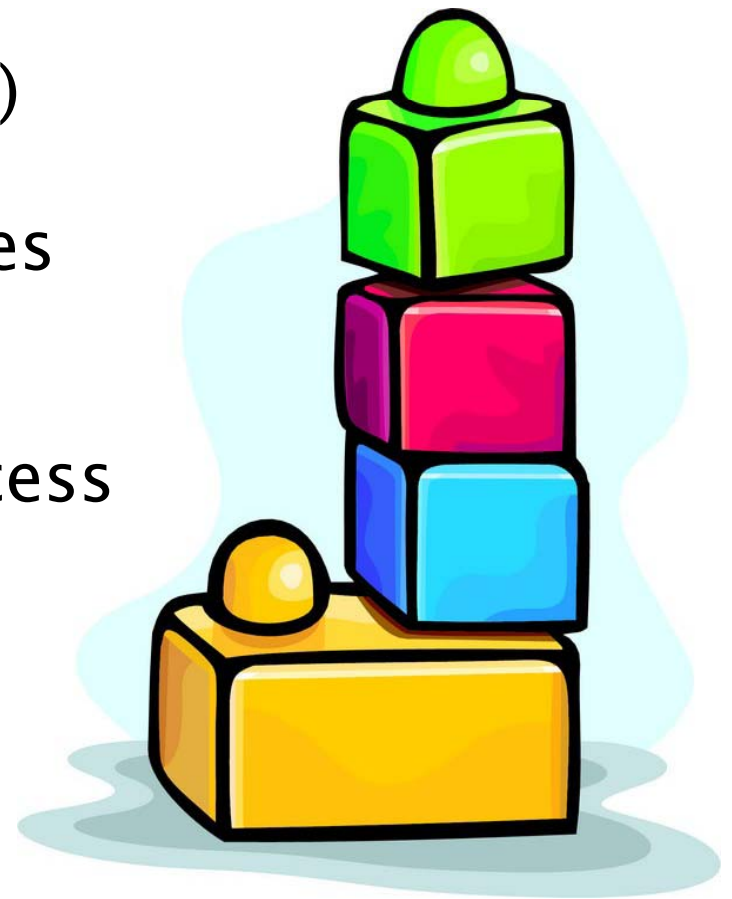
Connie Radtke

was a
Committee Member
for this 2009 Project.



15 Core Components

- Governance
- Mission Statement
- Leadership
- Planning
- Staffing (other than instructors)
- Culture
- Financial and Material Resources
- Instruction
- Access/Equity
- Orientation Opportunities/Process
- Technology
- Curriculum
- Instructor
- Student Support
- Data Collection/Reflection

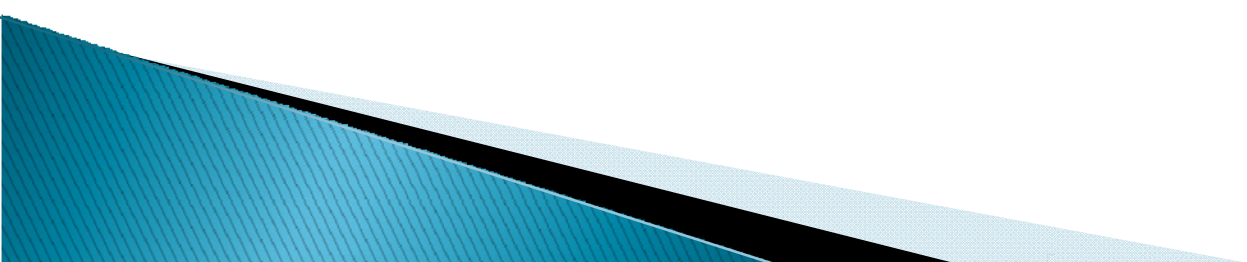


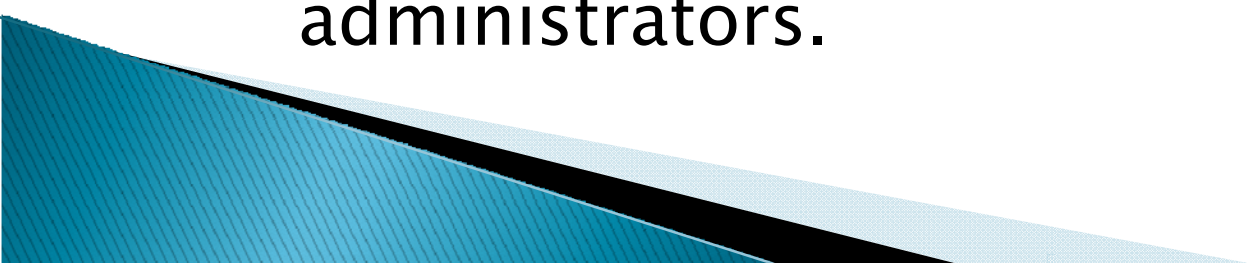
Utilize the Social Web in Education?



K-12 Educators on Social Networking and Content-Sharing Tools

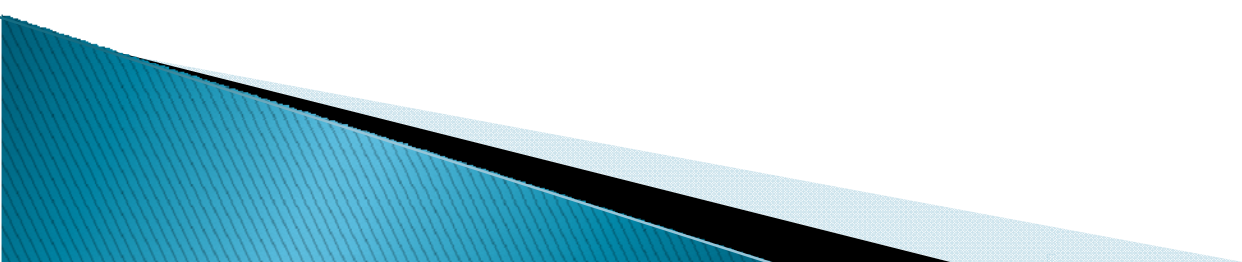
- ▶ Sent to almost 83,000 teachers, principals, and librarians/ media specialists.
- ▶ Almost 2 / 3 of teachers have joined a social network, though most rate their usage as seldom or never, and hardly any use the sites for professional collaboration or educational gain.
- ▶ *2009 edWeb.net, MCH, Inc., MMS Education*



- ▶ “Online activities with highest level of engagement are using search engines and searching for products and services. Least is using blogs and virtual worlds.”
 - ▶ “Educators see students using collaborative technology every day, mostly outside of school, and understand the need to address and incorporate it into teaching and learning.”
 - ▶ “Educators would like more training, professional development, and direction on using social networking and other technology from school district leaders.”
 - 70% of teachers had a positive attitude about joining, compared to only 50% of administrators.
- 

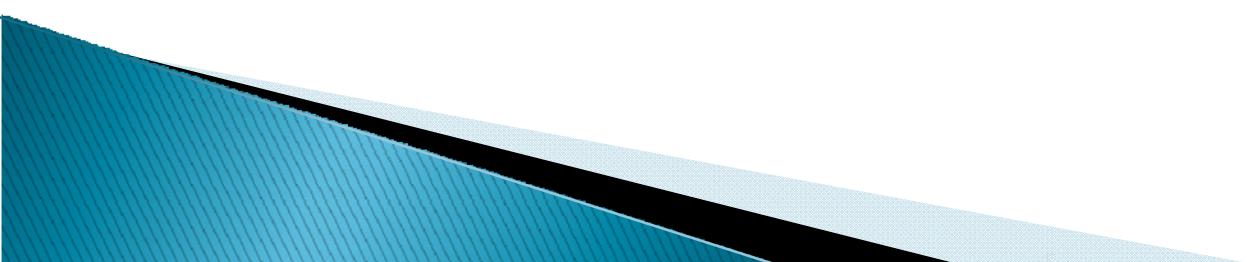
Concerns for Relevance

- ▶ Is the site dedicated to education?
- ▶ Is the value immediate and clear?
 - Highest interest is in sharing information and resources with educators.
- ▶ Am I able to see the value for my site as well as the experience as others?
- ▶ Who has access to what?
 - Personal privacy is the largest concern, regardless of the type of site. Frequent and ever growing press towards negative examples.



Concerns for Relavance

- ▶ According to a 2009 survey from Sophos, “63% of system administrators worry that employees who share too much personal information on social networking sites will put their company's IT infrastructure at risk.”



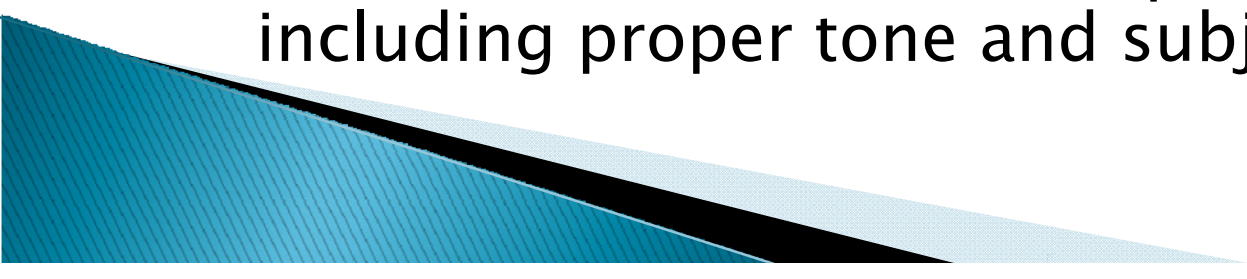
Public statements via social networking?

- ▶ Law enforcement agencies are requesting access to social networking sites from new applicants.
 - Must provide passwords, pseudonyms, texts, email logs
- ▶ More than 1 / 3 of police agencies already do this for background checks, others are developing policies.
- ▶ Of "particular concern" is that defense lawyers could use officers' posts to undercut their credibility in court. "Testimony in a criminal or civil matter could be impeached using information from an officer's personal social-networking page."

Published on November 12, 2010, USA Today

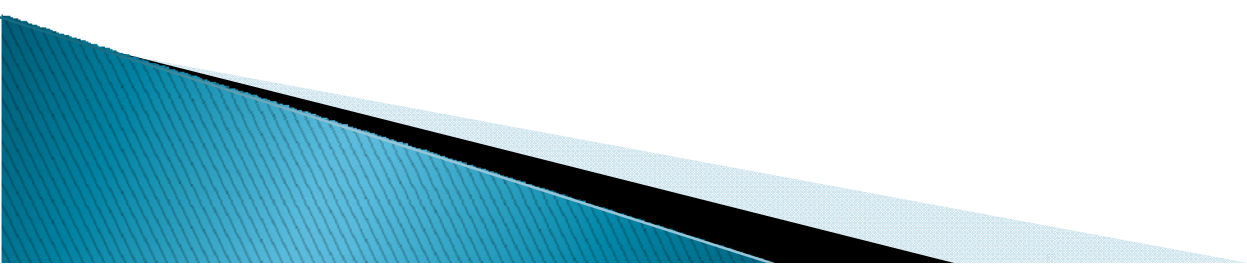


District Policy/Expectations:

- ▶ KUSD Policy #4226
 - ▶ Employees should have no expectation of privacy when using online forums.
 - ▶ District employees should remember that their conduct represents the District, and any information posted or exchanged should always be in the interest of serving the District's students.
 - ▶ Employees may not write about, post pictures of, or otherwise refer to any student, parent/or guardians, co-workers or administrator without their permission.
 - ▶ Electronic communications and social networking activities for work-related purposes, regardless from where they are sent, must maintain and reflect the District's standards for professionalism, including proper tone and subject matter.
- 

We asked ourselves?

- ▶ How can we make this process social, dynamic, and collaborative while providing schools an opportunity to self-assess and reflect on a continuous basis?
- ▶ How can we provide a social shared space (repository) dedicated to authentic artifacts tied to the core components and key elements of the instrument?



Component 1: Governance: Governance is typically provided by a Board of Directors, an advisory or school board. In a quality charter school, governance & leadership work ~~separately~~ ^{hand in hand}, developing the operational policies for the program and ^{the} Leadership and staff.

Observations

Deliberant: ☒
 Developing: ☒
 Proficient: ☒
 Exemplary: ☒
 Not Applicable: ☒
 More Information Needed: ☒
 No Score Reported: ☒

Key Elements Overview

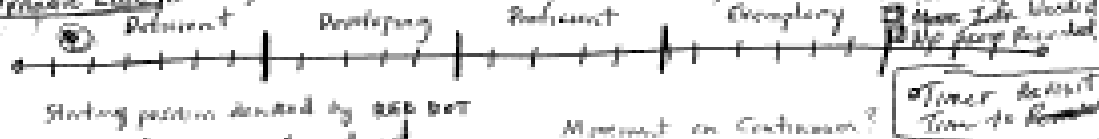
- ☒ A. Members support the organization by creating a vision...
- ☒ B. Members are knowledgeable about K-12 education...
- ☒ C. Members fulfill the defined role as described...
- ☒ D. Members collaborate + program leadership to implement...
- ☒ E. No collaborative work regarding ownership, control,...

Key Element B: Members are knowledgeable about K-12 education in general and specifically as related to the charter school and/or receive appropriate training after joining the governing board.

15 Core Components

- ☒ Governance
- ☒ Mission Statement
- ☒ Leadership
- ☒ Planning
- ☒ Staffing (other than Instruction)
- ☒ Culture
- ☒ Financial & Material Resources
- ☒ Instruction
- ☒ Access/Equity
- ☒ Student Opportunity
- ☒ Physical
- ☒ Technology
- ☒ Curriculum
- ☒ Instruction
- ☒ Student Support
- ☒ Data Collection/Analysis
- ☒ Professional Practices

Progress Line (Shaded)



Discussions Considered

<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date

Discussion Considered, Main Ideas/Thoughts

<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date

Goal Setting - 5 Year Plan

<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date
<input type="checkbox"/>	_____	Date	<input type="checkbox"/>	_____	Date

Documents/Attachments:

Next Steps

Water Poured

LAST UPDATED: _____

EDIT






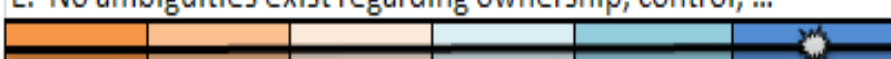

SAVE

Home

Search Function

Component 1:

Governance: Governance is typically provided by a Board of Directors, an advisory or school board. In a quality charter school, governance & leadership work hand in hand, developing the operational plans for the program and its leadership and staff.

Definitions		Key	Key elements overview		Element B													
Deficient					A. Members support the augmentation by assisting in serving...													
Developing																		
Proficient					B. Members are knowledgeable about K-12 education...													
Exemplary																		
*					C. Members fulfill the defined role as described...													
																		
Key Element B:		*			D. Members collaborate with program leadership to implement.													
																		
15 Core Components		Not Applicable			E. No ambiguities exist regarding ownership, control, ...													
Governance		More Information Needed																
Mission Statement		No Score Reported																
Leadership																		
Planning		Members are knowledgeable about K-12 education in general and specifically as related to the charter school and/or receive appropriate training after joining the governing board.																
Staffing																		
Culture																		
Financial & Material Resources																		
		Deficient	Developing		Proficient		Exemplary											
Instruction																		
Access/Equity																		
Orientation Opportunity		Artifacts:			Goal Setting 5 year plan:													
Process		date	i			i												
Technology		date	ii			ii												

Governance:	Governance is typically provided by a Board of Directors, an advisory or school board. In a quality charter school, governance & leadership work hand in hand, developing the operational plans for the program and its leadership and staff.		
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Definitions	Key	Key elements overview	Key Elements of Component 1: Governance
Not Developed (Deficient)			A. Members are knowledgeable about K-12 education...
Developing			B. Members support the organization by assisting in sec...
Proficient			C. Members fulfill the defined role as described...
Exemplary			D. Members collaborate with program leadership to imp...
*		*	E. No ambiguities exist regarding ownership, control, ...
Key Element A:		Not Applicable	F. Other key elements considered important to your cha...
15 Core Components		More Information Needed	
Governance		No Score Reported	
Mission Statement			
Leadership			
Planning			
Staffing			
Culture			
Financial & Material Resources			
	Not Developed (Deficient)	Developing	Proficient
			Exemplary

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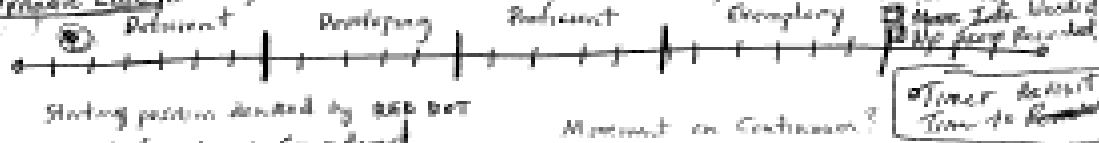
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- ☒ Access/Equity
- ☒ Enrollment Opportunities
- ☒ Physical
- ☒ Technology
- ☒ Curriculum
- ☒ Instruction
- ☒ Student Support
- ☒ Data Collection/Analysis
- ☒ Evaluation Practices

Program Line (Shaded)



Starting position decided by SSB BOT

Deliberant Developing Proficient Exemplary

Instruments Considered		Movement on Continuum?	
<input type="checkbox"/>	Date <input type="text"/>	<input type="checkbox"/>	Date <input type="text"/>
<input type="checkbox"/>	Date <input type="text"/>	<input type="checkbox"/>	Date <input type="text"/>
<input type="checkbox"/>	Date <input type="text"/>	<input type="checkbox"/>	Date <input type="text"/>
<input type="checkbox"/>	Date <input type="text"/>	<input type="checkbox"/>	Date <input type="text"/>

Discussion Considered: Main Ideas/Thoughts

	Date	Notes	Bot Comments	Date	Movement on Continuum?
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Goal Setting - 5 Year Plan

	Date	Notes	Bot Comments	Date	Movement on Continuum?
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Documents/Attachments:

Next Steps

Attach

Watermark: Pinned

LAST UPDATED:

EDIT

SAVE

Home

Search Function

Strategy Space Dashboard



Appleton eSchool [Axon-Ed Home](#) | [My Sites](#) | [Erik Hanson \(Appleton eSchool\)](#) | [Log out](#)

Strategy Marketplace Evaluation Networking Contacts

-Select One-

AxonEd >

 **Appleton eSchool**

Dashboard

COMPONENTS

[Expand All](#) | [Collapse All](#)

[Most Active](#) | [Least Active](#) | [Alphabetical](#)

Key:  Average rating values for all Artifacts  Average rating values for published Artifacts only

Red = Not Developed **Yellow** = Developing **Green** = Proficient **Blue** = Exemplary

- Mission Statement

100%

 Mission Statement

+ Access/Equity

100%

+ Culture

100%

+ Curriculum

100%

+ Data Collection/Reflection

83%

17%

ACTIVITIES

Today



[eSchool Mission statement and](#)
Created by Erik Hanson in [Mission Statement](#)

1 minute ago

11/07/2010



[Student Survey](#)
Posted by Ben in [Data drives decision-making discussions](#)

08:17 AM

11/06/2010



[teacher survey rocks](#)
Posted by Ben in [Data drives decision-making discussions](#)


03:51 PM



[Perception surveys will be helpf](#)
Posted by Ben in [Data drives decision-making discussions](#)

09:41 AM

The Strategy Space


Appleton eSchool

Strategy SpaceMarketplaceContacts




Appleton eSchoolAxon-Ed Home | My Sites | Axon-Ed Administrator (Axon-Ed) | Log out

-Select One-

Components & Key Elements >


 **Key Element:** Data drives decision-making discussions

DetailsArtifacts

 **Mentor Perception Survey** 


Abstract: This survey was created in 2006 to gather perceptions of parents specific to the original eight core components.

Version: 1.00 Date Created: November 05, 2010 at 01:59 PM Uploaded By: Richard Laydon

Average Rating: ★★★★★ (4.0/5) Rating Value: 


DiscussionHistoryReviews

Version: 1.00 Average Rating: ★★★★★ (4.0/5)

 **Perception surveys will be helpful** ★★★★★

Thanks for posting these perception surveys on your site. I like the fact that the questions tie in with specific core components and can be completed by people in a short time frame. Do you have any results from these surveys that you can share?

Posted By John Smith 5 days ago [Add Comment](#)

 Perception surveys are indeed important. Linking these core components to national standards and existing research will make them even more powerful. Emergent research will help refine and fine tune the survey items.

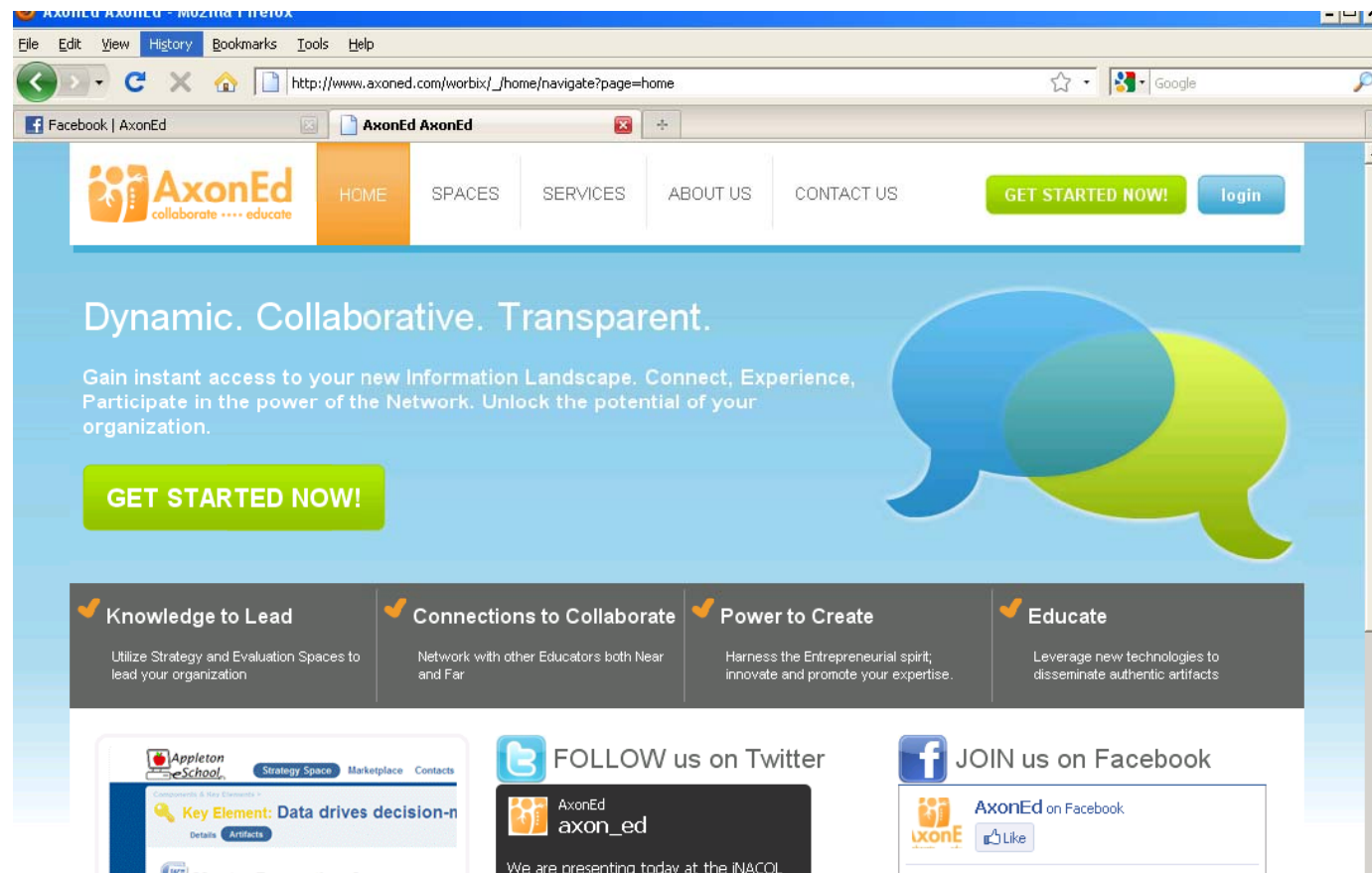
Posted by Lisa 3 hours ago

Type your comment here...

AxonEd powered by Worbox

Let's take a look at where it is now...

- ▶ The AxonEd Project
 - www.axoned.com



Digital Dynamic Collaboration belongs in Schools...



(Credit: [CC Nationaal Archief/Flickr](#))

This audience is the first group of people to publicly experience a demo and the vision for....

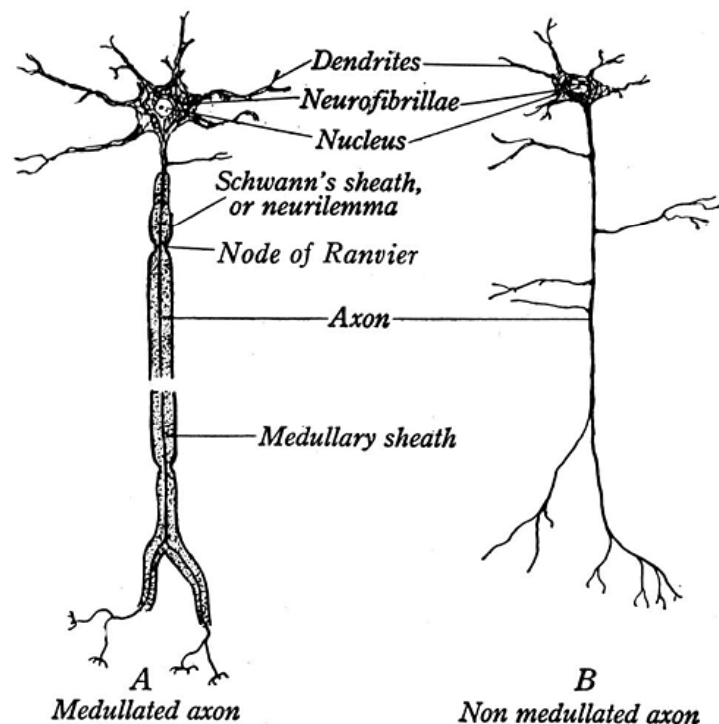


FIG. 448. *Neurons and Their Processes*
A, with medullated axon; B, with nonmedullated axon

Thoughts / Reactions / Questions

- ▶ Talk with us informally here at the conference
 - ▶ Sign up for updates by following @axon_ed on twitter and AxonEd on facebook. Details on our homepage.
 - ▶ Contact us form on website:
www.axoned.com
 - ▶ Thank you!
- 